

Mountain Meadows 21st Century Learning Academy

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Mountain Meadows 21st Century Learning Academy
Street	4200 Mountain Meadows Drive
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6306
Principal	Teresa Johnson
Email Address	tjohnson@mrpk.org
School Website	https://mountainmeadows.mrpk.org/
Grade Span	P-5
County-District-School (CDS) Code	56739406106447

2024-25 District Contact Information

District Name	Moorpark Unified School District
Phone Number	(805) 378-6300
Superintendent	Dr. Kelli Hays
Email Address	khays@mrpk.org
District Website	http://www.mrpk.org/

2024-25 School Description and Mission Statement

Mountain Meadows School opened in 1987 as a Kindergarten-3rd grade school. Mountain Meadows became a Kindergarten-5th grade school in 2008, and currently serves students in TK-5th grade. The staff includes a principal, school counselor, 16 general education classroom teachers, six special education classroom teachers, and additional specialists for serving students on Individual Educational Plans (IEPs). A support staff of certificated and classified employees provides a multitude of services including Reading and Math Intervention, Enrichment, classes in STEAM, Art, Physical Education, Music and Library. Support personnel includes clerical, custodial, transportation, campus supervision, and food services.

2024-25 School Description and Mission Statement

Our Mission: In a rigorous, academic, and positive school climate, students are empowered to be active learners, who are prepared for the numerous and diverse opportunities of the 21st Century. Through highly effective teaching strategies, students engage in the learning process across all content areas. Additionally, they are well prepared with essential skills for success, including critical thinking, problem-solving, communication, and collaboration.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	73
Grade 2	69
Grade 3	51
Grade 4	71
Grade 5	83
Total Enrollment	437

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
Asian	4.6
Black or African American	1.4
Filipino	0.7
Hispanic or Latino	43.5
Two or More Races	4.8
White	45.1
English Learners	13.7
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	31.6
Students with Disabilities	21.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	95.16	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.90	5.58	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.84	22.40	8.40	18854.30	6.86
Total Teaching Positions	20.60	100.00	267.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	95.26	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.80	4.75	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.74	24.90	9.23	15831.90	5.67
Total Teaching Positions	21.10	100.00	269.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	100.00	216.80	86.97	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.40	0.97	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.90	1.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	11.00	4.44	14303.80	5.15
Total Teaching Positions	20.00	100.00	249.30	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Wonders (McGraw Hill) 2017	Yes	0
Mathematics	enVision Math (Pearson) 2015	Yes	0
Science	California Science (Pearson Scott Foresman) 2008	No	0
History-Social Science	Social Studies (Scott Foresman) 2007	No	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Mountain Meadows School opened in September 1987. The facilities consist of a central building, which includes Administrative offices, a Library, a Wellness Center, and a Multi-purpose room. There are four permanent classroom wings with 32 classrooms and an additional six relocatable buildings. The relocatable buildings house classrooms, an Expanded Learning after-school program, Music room, Boys and Girls Club afterschool program, and storage. The newest building, which houses most of the 4th and 5th-grade classrooms, includes an Art room, and rooms for SPED services/personnel, and Reading and Math Intervention programs. Mountain Meadows School is situated on a large lot adjacent to Mountain Meadows Park and the school grounds are beautifully landscaped. The two playgrounds have a view of the mountains that surround Moorpark and are bordered by large beautiful trees. Both playgrounds include various pieces of developmentally appropriate equipment that meet state safety standards, and the Transitional Kindergarten (TK) and the Kindergarten programs include access to a fully enclosed playground/yard/blacktop area reserved for the TK and Kinder students. For the 1st-5th graders, there is a large grass field, as well as two baseball diamonds, two basketball courts, four tetherball courts and four handball courts. To support students with disabilities, Mountain Meadows has two indoor Sensory Rooms which are adjoined to Special Day Classrooms. The facilities and grounds are well maintained by the District's Grounds and Maintenance Departments.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

10/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		MPR: Minor damages on wall; floor tiles lifting RM 18: Minor pieces of wall covering missing RM 33: Carpet needs to be replaced; RM 34: Carpet needs to be replaced; RM 35: Carpet needs to be replaced RM 36: Carpet needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	63	59	56	54	46	47
Mathematics (grades 3-8 and 11)	52	46	42	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	200	96.62	3.38	59.00
Female	100	98	98.00	2.00	57.14
Male	107	102	95.33	4.67	60.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	93	96.88	3.12	46.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	91	88	96.70	3.30	65.91
English Learners	25	23	92.00	8.00	13.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	65	97.01	2.99	35.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	44	95.65	4.35	25.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	202	97.58	2.42	45.54
Female	100	99	99.00	1.00	35.35
Male	107	103	96.26	3.74	55.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	31.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	91	88	96.70	3.30	53.41
English Learners	25	25	100.00	0.00	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	65	97.01	2.99	18.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	44	95.65	4.35	15.91

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	49.09	43.90	40.12	39.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	84	97.67	2.33	44.05
Female	38	37	97.37	2.63	32.43
Male	48	47	97.92	2.08	53.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	35	94.59	5.41	31.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	31.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

An active PTA and many parent volunteers support the instructional programs and school events at Mountain Meadows. PTA fundraising provides for STEAM education, Art and PE classes, field trips, academic and social emotional wellness assemblies, classroom supplies and outdoor play equipment. There are many opportunities for on-site volunteers in classrooms, the Teaching and Learning Garden, Book Fairs, and helping with our school events. Parents serve on advisory committees such as the School Site Council, English Learner Advisory Committee, and District LCAP Advisory Committee. The Mountain Meadows parent community provides valuable input and support to our school improvement endeavors. For more information about the PTA or other volunteer opportunities, call the school at 805.378.6306 or visit our website at <https://mountainmeadows.mrpk.org/>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	453	49	10.8
Female	222	221	17	7.7
Male	238	232	32	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	22	1	4.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	201	199	32	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	2	9.5
White	202	201	12	6.0
English Learners	68	67	11	16.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	157	155	32	20.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	112	22	19.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.44	0.44	0.87	1.71	2.75	2.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	0.45	0.00
Male	1.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.50	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.77	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Safety is always a high priority at Mountain Meadows. The campus is regularly inspected and any unsafe conditions are quickly remedied. The School Emergency Response Plan is reviewed, updated and practiced by all staff annually, in October. The Mountain Meadows Comprehensive School Safety Plan (CSSP) is reviewed and revised annually. It includes input from

2024-25 School Safety Plan

educational partners, including students, staff and families in the school community. The CSSP is approved by the Mountain Meadows School Site Council each January and the School Board in February.

Staff and students are continuously trained in emergency situations. All students and staff participate in monthly safety simulations/drills for crises such as fire, active assailant, and earthquake. Emergency supplies are available on site both inside the classrooms and in outside storage. Parents are encouraged to provide a comfort kit with suggested supplies for use in an emergency, and additional comfort supplies are provided to all students by the school district and the Mountain Meadows PTA. Administration, support staff and campus aides consistently supervise outdoor areas and the school is fenced with closed, locked gates. Security cameras and the school-wide PA system are connected to the District office and to partners in law enforcement. All classroom and front office windows are installed with dark, reflective tint, in order to restrict visibility into the classrooms and offices from outside.

All visitors must enter the school through the front office locked door, after being identified on camera to front office staff. Mountain Meadows solicits community support in helping us guard students' safety by requesting the community to report any suspicious or unsafe activity at any time by calling the school and/or using the district's "Alert Us" communication system. The School Resource Officer is available to assist students, staff and families as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	24		2	
2	23		3	
3	23		3	
4	26		2	
5	28		3	
Other	7	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	22		3	
2	16	1	2	
3	24		3	
4	26		3	
5	28		2	
Other	11	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	22		3	
2	21		3	
3	23		2	
4	29		2	
5	31		2	
Other	74	4	1	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	437

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$78,735
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

State and Federal programs at Mountain Meadows Elementary School include Special Education and Federal funding for English Learners (Title III). Through these programs, we offer intervention, staff development, and supplementary materials.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,138	\$58,855
Mid-Range Teacher Salary	\$76,972	\$92,519
Highest Teacher Salary	\$101,789	\$114,665
Average Principal Salary (Elementary)	\$134,405	\$142,791
Average Principal Salary (Middle)	\$138,591	\$151,078
Average Principal Salary (High)	\$161,516	\$167,094
Superintendent Salary	\$242,711	\$281,086
Percent of Budget for Teacher Salaries	28.5	30.99
Percent of Budget for Administrative Salaries	6.58	5.37

Professional Development

Fifteen total days were provided for professional development during the past three-year period.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5		4